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"Give Us a Call."

A RECITATION.

[THE ABOVE WORDS ARE A SALOON ADVERTISEMENT]

Give us a call, we keep good Beer,
Wine, and Brandy, and whiskey here;
Our doors are open to boys and men,
And even to women, now and then.
We lighten their purses—we talnt their breaths—
We swell up the column of awful deaths.

All kinds of crimes

We sell for dimes,

In our sugared poisons, so sweet to taste!

If you've money, position, or name to waste

Give us a call,

Give us a call, in a pint of our Gin!

We sell more wickedness, shame, and sin,¹

Than a score of clergymen preaching all day,

From dawn to darkness, could preach away;

And in our beer (though it may take longer

To get a man drunk than drinks that are stronger.)

We sell out poverty, sorrow and woe—

Who wants to purchase? Our prices are low—

Give us a call.

Give us a call! We'll dull your brains—

We'll give you headaches and racking pains;

We'll make you old while yet you are young;

To lies and slander we'll train your tongue;

We'll make you shirk

From all useful work—

Make theft and forgery seem fair play,

And murder a pastime sure to pay.

Give us a call.

Give us a call! We are cunning and wise:

We're bound to succeed; for we advertise

In the family papers, the journals that claim

To be pure in morals and fair of fame.

Husbands, brothers, and sons will read!

Our kind invitation; and some will heed

And give us a call!

We pay for all

The space in the paper we occupy,

And there's little in this life that money won't buy.

If you would go down in the world and not up—

If you would be slain by the snake in the cup,

Or lose your soul

In the flowing bowl—

If you covet shame

And a blasted name,

Give us a call!

Course of Study for Primary Schools.

SIXTH GRADE (FIRST HALF YEAR).

The number of lessons are denoted by figures.

Reading.—Familiar words and simple sentences from blackboard and chart. Exercise in elementary vowel sounds, and in consonant sound in combination with vowels. 10.

Spelling.—Spelling familiar words from dictation. 6.

Number.—Counting and adding by ones to 100, by twos, and threes to fifty; also counting backwards by ones to 10; Arabic Figures to be read to 100, and written to 20. 8.

Object Lessons.—Form, such as square, oblong, circles cube, ball or spheres; straight and curved lines; common colors; and the obvious parts and uses of familiar objects. 2.

Forming letters on the slate. 5.

Drawing, and forming letters on the slate. 2.

SUGGESTIONS TO TEACHERS.

READING. The teacher should first print on the blackboard (using on the small letters) a few short words that are the names of familiar objects, as *boy, cat, dog, man*. Then show the object, or a distinct picture of it, and point out its name; here the pupils distinctly understand that one is the *thing* the other the *name*. At least twelve lessons should be given on names (nouns); one word is generally sufficient for a lesson; each word is to be spelled. Teach next a few action-words (verbs) as *run, talk, read*, etc. In teaching these words illustrate freely by conversation or gesture. (Omit the irregularly formed words at first, as *thought, brought*, etc.) As soon as enough words are learned, combine them into sentences and teach the pupils to read them, as *dogs bark, boys read*, etc. Next teach a few words denoting quality as *white, good*, etc. Now proceed to place sentences containing some known words and some new ones on the blackboard, and by reading them to the pupils, teach the names of new words, as *the boy has a white cat*. Proceed by this (word) method until a stock of 50 or more words has been accumulated and the pupils know them readily at sight. At the second or third lesson begin to teach the names of the parts (letters) of the words; as new words are placed on the board, the children may be asked if they know the names of any of the letters, and may point them out. In this way the alphabet can be gradually and progressively taught. When all the letters are learned, review them in alphabetical order.

The next step is to teach the sounds of the letters so that the pupil may learn new words by himself. Give first the sounds of such letters as *l, m, n, f, p, t, r*. Next give other words *fan, pan, tan, ran, ban*, and spell by sound. Next give *p-l-n* and then, *lin, fan, sin, bin*, etc; *p-e-n, ten, fen, hen, men*, etc.; *b-u-n, fun, sun, run*. Progressive lists of words should be introduced until the pupil learns the sounds of the usual combinations of the letters. When other sounds of the words are given (as *a* in arm, they should be marked with a sign, and let the pupil indicate them. Teach the sound of *a* in *man, e* in *ell, i* in *ink, o* in *on, u* in *run*,—at first. Place *an* on the blackboard, and spell it out slowly (by sound) *a-n*, and let the pupils imitate; pronounce the sounds more quickly after each other, until they see that pronouncing is uttering the sounds of a word. In this way take *en, in, on, un*, then *am, em, im, om, um*, etc., etc., until the art of combining two sounds is learned. Write *man*, on the blackboard and spell it slowly by sound, *m-a-n*, then pronounce its sounds more quickly, letting the pupils imitate.

All of these exercises on sounds will require time (several weeks,) and skill. But the analogy seen between the form and sound (as *mind, find*) will be of the highest service, not only to help in reading but to help in spelling afterwards. The transition from the blackboard to chart should be very

gradual. The teacher should print the lessons neatly and legibly.

There should be two reading lessons per day.

SPELLING. Begin with the words they have learned in the reading lesson; give also words that are similar in sound, as *cat, bat, hat*, and lead them to see that they are similar in form. The lists of words taught in this grade should include articles of dress, food, animals, utensils, actions and qualities.

(At first, write all words to be spelled on the blackboard.)

There should be a spelling lesson daily.

Number.—Exercises in counting should first be conducted with dolls, beans, marbles, the numeral frame, etc. After they can count to ten, teach the Arabic figures, showing that 2, for example, represents two things, 3 three things, etc. In counting, let some *real thing* be counted. In counting by twos, the pupil says 2, 4, 6, 8, etc. also 1, 3, 5, 7, etc.; by threes, 3, 6, 9, 12, etc. also 1, 4, 7, 10, etc. also 2, 5, 8, 11—to 50, etc. also 10, 9, 8, 7, etc. It is well to write the figures in groups, as 20, 21, 22, 23, etc. under each other, afterwards as 20, 30, 40, etc. then 27, 37, 47, etc. Let them place ones, then twos, then threes, on their slates in single columns, and add them.

OBJECT LESSONS.—The teacher will present an object, such as a square piece of card, and call attention to its peculiar shape, its sides are equal; and give its name. Next the oblong, the circle, the cube, the ball or sphere are exhibited and the leading property of each either developed by questions or pointed out by the teacher. Show by actual experiment that these objects possess the features or property claimed for them, (i.e.) measure the sides of the square, etc. The later lessons will take up straight and curved lines.

Common Colors.—The names of the seven principal colors should be learned.

Common Objects.—Common articles, such as a bell, slate, pencil, knife, book, shoe, etc., are to be used. The pupils should be encouraged to point out the principal parts and name them. Also to tell their uses.

(The above lessons may be divided about as follows: On forms, etc. twelve lessons; on colors, etc. ten lessons; on objects, etc. (including the human body and animals) eighteen lessons.)

Two lessons per week should be given in

WRITING.—The pupils should form letters on their slates, beginning with such letters as M, N, O, etc. in script characters. Then lessons should be given of words like *man, pan*, etc. to be placed in columns on their slates. The use of short pencils must not be allowed.

Five lessons should be given per week; it must be a daily exercise.

DRAWING.—The first lessons in drawing will be the arranging of dots on crosses in rows, say five in a row each way. Next give them lines to draw. Teach the meaning of a straight line, a curve line, a vertical line; of horizontal lines, of parallel lines. Practice first without reference to length; afterwards teach (by providing each pupil with a measure) the drawing of lines one inch long; afterwards lines (vertical, etc.) two inches long, etc.

Two lessons in Drawing per week.

GENERAL NOTE.

Gradualism is of the highest importance in primary teaching. In the time allotted to this grade there are about 100 days, hence there will be 200 lessons to be given in *reading*, 120 in *spelling*, 160 in *number*, 40 in *object lessons*, 100 in *writing on slates*, and 40 in *drawing*. Hence the work to be done should be looked at in a large way. Knowledge is not to be pressed into the pupils. What they learn they must acquire by their free intelligence. The object lessons are for the purpose of forming habits of attention and observation. The object must be in the hands of the pupil; it is

not enough that the teacher has it; to talk about an object is not the giving of an object lesson. While 30 minutes constitute the length of a lesson, yet the number of lessons may be increased without lessening the aggregate amount of time to each study.

Teaching History to Children.

Let us suppose a teacher has a class of ten, twenty or more pupils, eight or twelve years of age, and she wishes to begin to instruct them in history. Now there is a cardinal principle underlying all Teaching, and that is that the teacher must clearly understand what she undertakes to teach to another. In history, it is remarkable that there are few who know history, be it the history of their village, town, or county, State or country. There is a general idea that the many have, that there was a Colonial state, a Revolutionary War, a succession of Presidents, the War of 1812, more Presidents, the Secession War, and the present condition of things. These things lie in a confused state in the mind, and are far too nebulous to be used for class-work, so the pupil is supplied with a text book, and a lesson is assigned to be read or learned.

Some are injudicious enough to give a number of pages and require them to be learned, not perceiving that they will be forgotten in a day or two. Again, the plan of reading over the lesson and then 'talking it over with the pupils,' while better than the former, is of little value because there is no plan about it; it is an aimless progression from page to page.

THE TRUE WAY OF TEACHING HISTORY.

This is the old way—the way employed before there was a book. "Let the fathers tell it to their sons." If this plan exalts the teacher and displaces the text book—that is but a defect in it—the teacher is the central figure in all good teaching. Suppose then the time has come to teach history, the teacher being prepared by careful reading and research, stands before her class as the "historian." Let her draw on the blackboard an outline of the coast of North America on this blackboard; or if she can procure a dozen sheets of paper about three feet wide and four feet long, of a buff color, and fasten to a rod (letting the ends of the rod project three or four inches) and hang these before the class it will be still better. On the first one she can trace the outline of the eastern coast of North America. The Gulf of St. Lawrence, Cape Cod, Massachusetts Bay, Delaware Bay, Chesapeake Bay and Florida being made prominent; no rivers or towns being located. Now, before proceeding farther, the teacher should have laid out the work she intends to do. She will pursue some such train of thought as this: The school year is about forty weeks in length; as I am to give 5 lessons per week that will make in all 200 lessons. American History has four parts; first that pertaining to the Indians, the former occupants of the soil; that pertaining to the discovery, settlement and formation of colonies; that occupied by the colonies in their struggle to free themselves from the rule of England; that in which all the colonies are gathered into a union. These are, period of the Aborigines, period of colonies, period of the Revolution, period of Union. There would then be about fifteen lessons, about as follows: (1) A language picture of the country, with its forests, filled with wild beasts, its great prairies and countless buffaloes. (2) Its Indian tribes—show on the outline map where the Iroquois, the Huron, the Algonquin, the Cherokee, the Tuscarora, the Catawba, and the Mobilian tribes were located. These can be neatly printed on in their proper places with ink and a camel's hair brush. (3) Show a picture of an Indian, if one can be procured, also show an arrow-head, tomahawk and any other relics. 4, 5, 6, 7. Tell about the mounds, remains of forts, etc. (8) Mode of living, wigwags, food, etc. 9, 10, 11. Customs. 12 and 13. Character. 14 and 15. The changes that have taken place, their gradual destruction and extermination.

Having laid out the lesson, adhere strictly to the plan; confine your teaching strictly to that subject. If any miscellaneous matter is to be taken up, such as answers to questions, have a period at the close for it; and thus prevent interruption. The teacher should take the subject of each lesson as a text and prepare herself to discourse appropriately, clearly and fluently upon it.

Teach the Metric System.

The metric system of weights and measures has been adopted in France, Germany, Austria, the Netherlands, Southern Europe, and South America, has been legalized in Great Britain and the United States. These can be easily taught. Let us show how. First let the pupil learn these three tables, saying:

LENGTH.—The Meter.

10 milli-meters	make	1 centi-meter
10 centi-meters	"	1 deci-meter

10 deci-meters	"	1 meter
10 METERS	"	1 deka-meter
10 deka-meters	"	1 hecto-meter
10 hecto-meters	"	1 kilo-meter
10 kilo-meters	"	1 myria-meter

CAPACITY.—The Liter.

10 milli-liters	make	1 centi-liter
10 centi-liters	"	1 deci-liter
10 deci-liters	"	1 LITER
10 liters	"	1 deka-liter
10 deka-liters	"	1 hecto-liter
10 hecto-liters	"	1 kilo-liter

WEIGHT.—The Gram.

10 milli-grams	make	1 centi-gram
10 centi-grams	"	1 deci-gram
10 deci-grams	"	1 GRAM
10 grams	"	1 deka-gram
10 deka-grams	"	1 hecto-gram
10 hecto-grams	"	1 kilo-gram
10 kilo-grams	"	1 myria-gram
10 myria-grams	"	1 quintal
10 quintals	"	1 tonneau

Explain that the meter is 39.37 inches long; show a meter to them. Explain that the liter is one and one-twentieth quarts; show a liter to them. Explain that a gram is 15 and four-tenth grains; let them take the gram weight in their hands.

TEACHING THE SYSTEM.

Let the teacher procure a meter, take it in his hand and if possible have several or all the class provide themselves with them. Ask pupils to measure the length of the room, the length of the door, of a desk, of a book, etc., until they become expert in the use of the meter. They will write John is 1.4 meters high, etc. Give practical examples in addition, in subtraction, in multiplication and division, using an abstract number for multiplication or division. This being clear, and it will take several days to make it plain. Get a tinner to make a box that is one deci-meter on a side, taking your meter to him to show him what a decimeter is. Show this to your class; tell them its sign, let them measure it, fill it with water; tell them there is a cubic decimeter of water there, that it is called a LITER (le-tur). Give practical examples. Then purchase an ordinary pail and pour in ten liters, and mark the height of the surface with a pencil and saw off to that; this will be a deka-liter. Give examples. Tell them next that a small barrel will hold something more than a kilo-liter. Get next a small tin box (such as ground pepper, cinnamon, etc., come in. Have the tinner cut this down until ten measures will fill the liter; this will be a deciliter, it is somewhat smaller than a gill. The centimeter can be procured by mail, as we have said. Give examples. In this way a clear idea can be given of the capacity measures. Before proceeding further let the pupils recite the three tables, let one take the meter in his hand, and explain how the liter, milliliter and kiloliter are obtained from it.

The teacher will procure an ordinary scales from a store; in lieu of this balance a board about two feet long, six inches wide, and half an inch thick, on a triangular prism laid on the table. Put on one side the milliliter (a cubic centimeter) and balance it with sand. Next procure a small strip of lead, as wide and about as thick as a steel pen as, and having filled the milliliter with water, balance it with the lead, cutting off with a sharp pen-knife until it is exact—this piece of lead weighs a gram; call it a gram. Proceed in a similar way with the liter, and explain why you cannot do the same with the kiloliter. Make a deka-gram, and a hectogram. Having done this, they will understand that the metric tables are simply and decimally related thus:

CUBIC MEASURE.	CAPACITY.	WEIGHT
1 cu. centi-meter makes	1 milli-liter;	weighs 1 gram.
10 " " "	1 centi-liter;	" 1 dekagram
100 " " "	1 deci liter;	" 1 hecto-gram
1000 cu. " "	1 liter;	" 1 kilo-gram
or, 1 cu. deci-meter	1 " "	1 " "
10 " " "	1 dekaliter	" 1 myriagram
100 " " "	1 hectoliter;	" 1 quintal
1000 " " "	1 kiloliter;	" 1 tonneau
or, 1 " meter	1 " "	1 " "

This plan, while rude, will make a deep and lasting impression. After words, subsidiary ideas, such as that the cubic meter is generally used in measuring solids; but for wood (fuel) the stere (stair) about one-third of a cord; that in dry measure the hecto-liter is the unit, in liquid measure the liter. Hence, wood is bought and sold by steres, decasteres; potatoes by the hecto-liters; salt, hay, etc., quantals and tonneau, (nearly a ton) medicine in grams; cloths, carpets, etc., by meters; lumber, land, etc., by square meters, the later however in large quantities by Ares (airs) which is 100 square meters.

The last table need not be learned. It is, however, of great value to the teacher.

RECAPITULATION.

Show them a meter. Explain that a cubic centimeter, is one one-hundredth part of a meter on each edge. Show them one; explain that the water that can be put into this weighs one gram, not sand or any other substance. Explain that a cubic centi-meter, show them one, is one-tenth of a meter on each edge, and that the water that can be put into this weighs one kilo-gram. Explain that a cubic meter is one meter on each edge and that the water that can be put in this will weigh one tonneau. This can be shown with eight sticks each an inch square and a meter long; nail them together, so as to form the frame work of a table. In order to assist we shall provide measures for teachers. The meter, the gram, the liter, will be sent by mail. Apply by letter for price.

Give examples to show the ease of calculating in this system.

The Wasted Talent.

My thoughts turned to the events of the day, and the varied scenes of my school-life passed before me at the kaleidoscope upon whose glowing canvases is painted the moving panorama which enchanted the eager multitude, in blissful ignorance of its reality. In the past, no promised Jordan appeared with its gleaming beck and dancing foam, and the future seemed only a deluding mirage with visions of weary days and aching feet.

I had been longing for a mission, a life of active work. The sphere of my schoolroom was too small for my throbbing pulse,—its inner penetralia was not the adytum where I could uprear my altar and offer my gifts. Fame had cast her laurel wreath at my feet, but vainly had I essayed to pluck the budding leaves. And because I had no opportunity for self culture, because neither the bar, the pulpit, nor the forum had been my lot—only little children; love, and tiny, clasping fingers, because the mornings must be spent in teaching "a-t-cat," and the afternoons in "1 and 1 are 2," because these small things had been given unto me, and not the large ones, I had murmured because of the weary burden, and I had said, "Lord, Thou art an hard Master; Thou reapest where Thou hast not sown," and in quivering anguish, as the tears dropped from my hot lashes, I cried, "I have no mission mission for the Master—no work in the vineyard."

I awoke suddenly. I stood alone upon the vast plain. Burning sands glared upon my heated eyeballs, and my leaden feet scarce moved between the thickening drifts that choked my pathway. No bright oasis appeared in the distant vista, no shining beck of a glad river, only a brazen sky, and a wierd sun in a trackless field. Suddenly, I beheld, as upon a moving canvass, a pilgrim band, and their straightened gaze was fixed upon some far-off port, some celestial city, where every eye was fastened with eager intent, and where all seemed hastening, some with weary step and toilsome pace, and others with glad acclaim, whose looks expressed that Peace which passeth like a shining river. These weary ones were bowed with heavy burdens. Scalding tears reamed the furrowed cheek, and the trembling frame quivered as with a fear of direst portent. And I heard a voice saying, "Come, ye blessed, ye are my children; ye have done what your hands found to do. The gift is accepted of My Father." But the weary laden took up the sad refrain—"Woe unto us, for we have no gift—only empty hands, and a wasted life—and bowing their heads they said, "Lord, we knew that Thou wert an hard master; and we took Thy talent and went and hid it in the earth. Then, looking upwards, I saw the shining portals of a heavenly gate, and a pale light as of white robed chorists, and adown a golden pathway were crowds of angelic hosts, bowing at the feet of the White Robed One, who stood at the pearly gate and gleaming portal, saying, "Thou hast gained other five talents, knock, and it shall be opened unto you."

Again, I turned towards that pilgrim band. Each one mounted the shining pathway—those rosy steps, like sunset clouds, that led to the City of Light. I heard them knock, and through the opened gates I saw pass those pure white souls, and adown the golden pathway, in that Beautiful City, where is no light, only the Father's glory, I saw that clear crystal river, and Oh, how I longed to bath my weary soul in its infinite depths. And as I looked upon the Father's pitying face, I thought, "I too, will knock at the golden gate." But my feet were heavy. I felt that I, too, had a burden, and I could scarce drag my shaking limbs over that illimitable ascent. Wearily, at length, I gained the entrance port, and knocking timidly—ah, wondrous love—the shining door turned upon its starry hinges. I put my foot upon the outer threshold. But, the Father came: "Child, ye have no gift. What work hast thou done

for the Master?" "I had no mission, Father. Thou gavest me no work to do in Thy vineyard. Nay, Lord, only leaves," I said, and as I stretched out my empty hands towards the receding vision, the withering gifts dropped silently down upon the shimmering sands, and I awoke. The hot tears were quivering upon my wet lashes, and the embers lay dead upon the hearth. I sought my pillow with a glad heart. Truly, I had a mission. A vineyard had been given me to plant and water.

SARAH C. STERLING.

Can't Help It.

'My dear,' said Mrs. Barney to her little Johnny, 'why are you so careless about your lessons?' Your teacher tells me that they are almost always imperfect.' 'Mamma, I can't help it,' was Johnny's reply, in a cross, impatient tone, 'You mustn't speak to me in that way,' answered his mother, reprovingly. 'Well, I can't help it! I'm sick of hearing about the old lessons.'

'Can't help it! Ah, little Johnny, do you know that Can't help it is a monster worse than any you have ever read about in your books of fairies and giants?' 'What do you mean?' asked Johnny, at once interested.

'I mean that if you let Can't-help-it have his own way everything beautiful in your life will be spoiled. Can't-help-it grows stronger and fiercer every time you yield to him; and by and by he will be stronger than you are.' 'But he isn't a monster that I can see.'

'No, you cannot see your soul, and you cannot see the enemies that try to hurt your soul; neither can you see your soul's true friends.' 'What are my soul's friends?'

'I will-help-it is one of them, and a strong, good friend, too.' Johnny's attention was aroused by his soul, and as he had a good deal of imagination, the picture he had made of him in his mind was not at all pleasant. So after thinking a long time very seriously, he went to his mother's side and said: 'Mamma, I will try to keep off the old ugly giant; but what shall I do if he rushes upon me?'

'Call I-will-help-it to drive him off. He is a good giant and is far stronger than the bad one; but you must remember that the good giant will wait for you to call him, while the bad one comes of his own accord.'

'That isn't fair,' said Johnny. 'Isn't it?' replied his mother, smiling. 'Well, if it isn't fair, we must make it fair.—Wait till Can't-help-it is so beaten that he doesn't dare show his face, and then see!'

Johnny ran away with a face expressive of great determination. He had a hard lesson to learn in mental arithmetic, and said to himself that he would show old Can't-help-it what a boy could do when he really tried. He was sadly tempted to be idle, but he thought of the giant, and said, 'I will! I will!' and commenced studying with all his might. He learned his lesson perfectly; his teacher praised him; his mother was pleased; and he felt that he had gained one victory over old Can't-help-it.

Doctors and Teachers.

We may forgive physicians their blame of us, but we cannot forgive the impediments they place in our way, and the increased fiction added to the machinery of our daily work. Am I unjust? If a child is ailing the case is laid before the physician. In ninety-nine cases out of a hundred the physician recommends the withdrawal of the child from school. He does this without knowledge of the character of the school, without the inquiry as to the ventilation, the number of recesses, the ability and wisdom of the teachers. He does it without knowledge of the clothing, sleep, and food of the child. He does not know how many parties she attended, how many hours she sat before her piano, or bent over sewing; how many hours she has spent in exercise in open air and sunlight. Does he inquire into the kind of books and papers habitually read? But there are the precise inquiries which the educator knows she should make. It would be easy to gather facts from a few hours' inquiry of teachers which would astound the physician. In the name of women alone who have been many years engaged in this business, I protest against the injustice of laying the whole burden of ill-health of children on our shoulders. I protest against the thoughtlessness which would assume that, even for our own interest, we do not seek to secure and retain vigorous health for those under our charge. We claim that health is the result of regular, persistent mental activity, judiciously stimulated and controlled, and a pure, healthful mental atmosphere, which are disturbed by the exciting, trashy stories with which the press floods our homes. We ask the medical profession to examine our facts before implying that it is the teachers and schools, and not the parents, grand-parents and homes that are to blame. The medical profession forces the issue upon us. It is easier to tell a mother the child has been overworked in school,

than that it is due to her weak indulgence and criminal ignorance respecting her child.—ANNA C. BRACKETT in *Penn. School Journal*.

Manners.

A thread bare gentleman, with poverty in every line of his face and on every part of his clothing, was here a few minutes ago. His story was full of honesty and bravery. His courtesy, his refinement, and his gentleness were not dimmed by the fact of his fallen fortunes.

I thought, as he departed, what an important thing are manners. How rare are the accomplishments of manly bearing, and serenity of mien. To know precisely what to do, how to move, how to speak, whom to speak to, on any social occasion, is to be master of the situation. The boor, though splendidly dressed, has no chance at all beside the most men or women who simply bears the stamp of the lady or the gentleman. People sometimes speak of manner as if it were a mere accidental thing. "O," they say, "Samuel is rough, but then he is so good-hearted." Or, "Matilda is abrupt and rude, but she is very kind to the poor."

But a person's habitual manner is the index to his dominant moods. A cheerful, sunshiny nature does not snarl like a cross dog in speech, or scratch like a cat, or growl like a bear. It cannot help overflowing in the merry word, the low-toned laugh, the silvery song. It is a sign of an undisciplined, discontented, and evil conditioned soul when the voice is shrill and the manner morose.

We should therefore never pass over bad manners in a child. Samuel should *always* take off his hat when he enters the school-room, and answer promptly and politely when spoken to; always pass behind and not in front of his teacher, and always give the best seat to the guest, or aged person. It is because these things are not insisted upon in bringing up Matilda, that she disappoints her mother when she has visitors. So if we desire in our pupils the charm of pleasant and genial manners, we must behave well to them. Manners must be made a part of the person, or they will have the air of being assumed; it ought to be as natural to be polite as it is to breathe.

Lesson on Objects.

LOAF SUGAR.

The ideas to be developed by this lesson are,—soluble, fusible, sparkling. The teacher by proper experiments must show it to be, soluble, fusible, brittle, hard, sweet, white, sparkling, solid, opaque.

Its use.—To sweeten our food.

GUM ARABIC.

The ideas to be developed by this lesson are,—semi-transparent, adhesive. As in last, the teacher by proper experiments, must show it to be, hard, bright, yellow, semi-transparent, soluble in water, adhesive when melted, solid.

Its use.—To cause light and thin substances to adhere.

SPONGE.

The ideas to be developed by this lesson are,—porous, absorbent.

The teacher by proper experiments, must show it to be porous, absorbent, soft, tough, opaque, elastic, dull, flexible, light brown.

Use.—For washing.

How to Save Money.

Dr. Stephen Tyng said to his congregation that if all the women there would give up 'three-buttoned gloves,' and wear one-buttoned, the saving would be enough to secure a support for his orphan house.

As I sat pondering over the question. "Why, if there is self-denial to be done, it is always required of women?" by an odd coincidence, a little child who was playing around turned to me and asked, with more reason than grammar, "What is the reason why men uses spittoons and women doesn't?"

"You must ask your father," was my answer, mindful of a new article of that kind I had been compelled to buy in self-defence. (Item, the money would have helped the orphanage.)

The child wanted an answer then. "Is it because—I guess it is—because they've took something that does not agree with them?"

"Yes, my child," I answered in spite of myself, "that must be the reason."

And so, why is it, I ask, that when women are so often in public and in private asked to relinquish "three-button gloves," flowers, feathers, laces, velvets, "mantles, wimples and crimping pins," not a man opens his mouth or peeps about this expensive indulgence, the cigar which the child so unconsciously described, "which doesn't agree with them."

It is in vain that testimony is offered and abundant proof of the hurtfulness of the weed; in vain do wise physicians state from their own knowledge that its use hinders growth and development in young people; that it shortens life and impairs usefulness. No man regards their words. Men will not save where habit and appetite are concerned.

Indeed, one preacher who has distinguished himself by his tender conscience over women's fripperies, which are pretty, if they do cost money, is a slave to smoking, with a face so sallow and a conscience so dulled by smoking that his very ear is deaf to all appeal. It is strange—it is sad—strong men, ministers, young men, all ruining their lives by this self-indulgence, and no man lifts his voice up against it.

If Mr. Tyng does not succeed with his gloves, let him try upon cigars. If he succeeds—three cigars a day, at fifteen cents each—let us cipher. Yes,—that is more than saving in gloves. He would gain by it, and the men of his congregation, or of any congregation, would be cleaner and live longer. And the man who sits near me, with his big overcoat full of stale smoke, would disturb me no more.—*Christian at Work*.

The Olive Tree.

The common olive is one of the earliest trees mentioned in antiquity; probable it was a native of Palestine, and perhaps of Greece, and it was introduced into other countries at a very early day; it is largely cultivated in southern Europe, western Asia, and northern Africa; it was brought to South America and Mexico more than two hundred years ago, and in various parts of California it was planted at the mission establishments, where some of the old groves still remain, notably that of San Diego, which is still in good bearing, and other plantations have recently been made there. In the Atlantic States the olive was introduced before the Revolution, and at several times since; it is perfectly hardy and fruitful in South Carolina; the chief obstacle to its cultivation seems to be the fact that its crop matures just at the time when all the labor is needed to secure the cotton. The French enumerate over twenty varieties, differing in the size and color of their leaves and fruits. Olive-oil is obtained from the ripe fruit, the pulp of which contains about 70 per cent. of oil. Italy produces annually about 33,000,000 gallons, while the production of France is only about 7,000,000.

Clocks.

The time of the introduction of wheel clocks moved by weights cannot be fixed with any certainty. From the time of Archimedes, 220 B. C., to that of Robert Wallingford, abbot of St. Albans, in 1336, many ingenious men have been credited with the invention. To Bæthius (A. D. 510) has been accorded the honor, notwithstanding that it has been disputed whether it was a water or a wheel-and-weight clock which Pacificus of Verona, who lived nearly four centuries later, constructed, on the ground that the date was too early for such an invention. As, however, Gerbert, who became pope as Sylvester II., did undoubtedly construct a wheel-and-weight clock at Magdeburgh, in 998, when he was archbishop, the belief that Pacificus might also have made one a little more than a century earlier is not unreasonable. But, however much the earlier history of clocks may be involved in doubt, it is certain that clocks driven by weights were in use in monasteries of Europe in the eleventh century. The Catholic clergy are credited with the introduction of clocks into England. They possessed much wealth, and had leisure to cultivate many of the arts, and were probably led to the cultivation of horology from the desirableness of having some means of regulating their religious services. The first Westminster clock is said to have been erected from the proceeds of a fine which was imposed upon a chief-justice of the King's Bench about 1290.

Not a single organ of the human body is free from the incursions of parasites. They have been discovered in the eye, the ear, the brain, the blood, the lungs, the heart, the spinal cord, the muscles, and even the bones. Worms of various kinds are found in the cavities of the body, the intestines are the habitat of four tape-worms, three or four Distoma are found in the intestines, liver and blood, nine or ten round worms in the flesh or digestive passages. Besides these and some others of similar habits, our bodies are preyed upon by three or four kinds of lice, a flea, a bug, two ascarides, and other inferior parasites formed in the tartar of the teeth. These parasites multiply very rapidly. It is said that more than 1,000,000,000 eggs have been found in a single tape-worm. Lice reproduce so fast that, according to Leuwenhoek, two female lice might become the grandmother of 10,000 in eight weeks.

The Income of the London Times.

The "Times" to-day consists of 120 columns of solid matter. There are twenty pages, each, as you know, just the size of the pages of the New York "Tribune." But there is no display in the "Times"; every page is packed solid, and there is not a vacant line. There is no leaded matter, except the leading articles, the special telegraphic dispatches, and one of the foreign letters. The type is small; it is brevier, minion and nonpareil. If the amount of matter in this number of the "Times" were given to any of the New York morning papers to print in their usual style, all of them, except the "Sun," would fill not less than forty of their pages with it. There are 67 columns of advertisements. It is easy enough to calculate what these advertisements paid, for terms of the "Times" can be ascertained and there is never any abatement or discount from them. The 67 columns in to-day's issue, according to my calculation, brought in £1,576, and I am sure that I am not £50 out of the way. If the "Times" has this amount of advertising every day its income from this source would be £552,445 a year. But generally the "Times" contains but sixteen pages, and all the year round it has about fifty columns of advertisements a day. At this rate its income from advertisements would be about £430,000 a year; and it is from this source that it must wholly, or chiefly, pay all its expenses other than those of its paper-makers, its compositors and its press-work. At three pence a copy the "Times" probably has the cost of its actual mechanical production, but no more. Out of the £430,000 received for advertisements, all its other expenses must be defrayed. The expenses are vast; but with £430,000, one may pay all of them and probably have a clear balance of £100,000 or £120,000 profit.

Old Books.

At the Perkins' sale in London, some high prices were realized for old volumes:

Title.	Sold.	Cost.
First Latin Bible, dated 1462,	£780	£136 10
Jensen's Bible,	290	71 8
Coverdale's Bible,	400	89 5
Romance of King Arthur, MS.,	120	20 9
Brant's Ship of Fools,	130	30 9
Higden's Polycricon,	365	103 19
Gutenberg's Bible, vellum, 1450,	3,400	505 0
" " paper,	2,600	175 0
Christine de Pisan, MS.,	650	73 15
Sege of Troye, MS.,	1,320	99 15
Shakespeare, 1st Folio,	585	110 5
Life of Christ, MS.,	400	18 18
Bible Historie, MS.,	490	100 0

Normal Graduates in Pennsylvania.

The reports show that 953 persons have graduated at the several State Normal schools since their establishment: that of these 124 graduated before the State granted any aid to graduates, and that of the remainder (828), 799, all but 29 accepted the contribution, not 'pension,' of \$50 each, offered them by the State on condition that they would teach in the public schools at least two years after graduation, and doubtless fulfilled the contract. These reports also show, that of all the students in attendance at the Normal schools, nearly 'two thirds' now receive instruction in the science and art of teaching, in 'special' classes devoted to that subject, and make a declaration over their own signatures that it is their purpose in attending the Normal schools to become teachers. It is only on these conditions, the fulfillment of which must be verified under oath, that the 'fifty cents per week' appropriation is paid by the State.

The Superintendents of the State report that there were teaching in public schools under their jurisdiction in 1870, 149 graduates of State Normal Schools; in 1871, 246; in 1872, 236; in 1873, 313; in 1874, 287; and in 1875, 344. They also report that in 1870, 1,693 persons were teaching who had attended State Normal Schools but had not graduated; in 1871, 2,011; in 1872, 1,482; in 1873, 1,726; in 1874, 2,274; and in 1875, 2,210. Excluding Philadelphia, it appears that more than 'one-sixth' of all the teachers in the State 'now employed' are either graduates or undergraduates of the State Normal schools—certainly a fair showing for the time they have been in operation.

Besides, several are teaching in the city of Philadelphia, of whom no report is made; some fourteen or fifteen are now holding the office of superintendent of schools; forty or fifty are teaching in the Normal schools; half as many more are teaching in the orphan schools, and a considerable number in academies, seminaries and private schools.

ACCORDING to Massachusetts statistics, which is said to be compiled with great care, the average limit of age reached by school teachers in that State is 34 years.

German Complexions.

It appears that the Germans have been engaged in the determination of the relative frequency of blue eyes and fair hair as compared with brown eyes and dark hair. On a certain day a census was taken in every school in Prussia, and the number of children counted under fourteen years of age was 4,127,766. In the result, the blue eyes exceeded the brown by two to one, and those having fair hair by three to one. Only one and one eighth have black tresses, and less than seven in a hundred of Prussian beauties are brunettes. It was an eminently characteristic idea of the German mind to insist upon this census, but we understand that the exact opposite was expected to be the result, and those who promoted the idea are more than annoyed that the Gallic type has made so little progress among the German masses.

A Lost Race.

One of the most remarkable races that ever inhabited the earth is now extinct. They were known as the Gauchers, and were the aborigines of the Canary Islands. In the sixteenth century, pestilence, slavery and the cruelty of the Spaniards, succeeded in totally exterminating them. They are described as having been gigantic in stature, but of a singularly mild and gentle nature. Their food consisted of barley, wheat and goats' milk, and their agriculture was of the rudest kind. They had a religion which taught them a future state of rewards and punishments after death, and of good and evil spirits. They regarded the volcano of Teneriffe as a place of punishment for the bad. The bodies of their dead were carefully embalmed and deposited in the catacombs. Their marriage rites were very solemn, and, before engaging in them, they were fattened on milk.

A Heroic Boy.

Some years ago a steamer took fire on the St. Lawrence River, and became a complete wreck. Very many, in their attempts to escape death by fire, met with a watery grave. A boy, named Narcisse Lamontayne, aged thirteen years, saved eight children from the wreck. He accomplished his noble deed by seizing the door of a state-room, placing the children upon it, and pushing it before him while he swam. By several such trips he succeeded in landing on a dry rock, or beach, eight of the children that were on board the ill-fated vessel.

Now this, boys, is true courage. Many a boy who can double his fist and make a great threatening noise before his playmates would have been too great a coward even to have attempted what the noble Narcisse Laymontayne so bravely accomplished.

A Trip through Europe.

"I asked my Cousin 'Florence'—that is the way it reads. Who can read this geographical puzzle all through?—Ed.]

I asked my cousin "a city in Italy," whether she would "a city on the Tiber" with me throughout Europe. She replied "The river on which my aforesaid cousin is located." Disappointed in that direction, I called for my "brother's child who lives near the Gulf of Genoa." She was glad to go, and I was glad to—"a city at the mouth of the Seine." The day we set out was "a cape on the coast of Ireland;" and the "a city in the northwest of France" of my companion was "a city in the north of Prussia" full of delight, and her exclamations and observations seemed fairly to "a city on the Aar River" with eloquence. However, as our trip was not wholly devoted to pleasure, but partly to business, I did not despair of bringing her home "a river in France." She wore a dress of stout "river in Scotland," but as she was somewhat "a city in the north of France," it had been made "a city in the southern part of France," so we tarried at a city on the coast of the Irish Sea, until a modiste made the garment presentable by "folding over" a little.

We had promised a secure for one friend, a druggist, a large portion of "a city in Ireland;" for another, a milliner, a case of "a city in Italy;" for a zoological friend we were to engage through suitable parties not less than two "a city on the Rhone" and a pair of young "a part of Great Britain;" for an upholsterer three rolls of "a city in Belgium." To the children of a particular friend, avoiding certain islands north of the British Isles where the inhabitants give all their attention to "a game of hazard," we consigned "other Islands in the immediats vicinity, where are found dear little ponies.

Business for others disposed of, and "a country in Germany" purchased for our own use when making up curtains, etc., we turned our faces homeward, which we reached under a clear "island west of Scotland."

NOTES.

IN Cairo, Ill., they require the teachers to sign the following: "And I further agree that I will resign my position and withdraw from said schools whenever requested by said Board of education or the Superintendent of said schools, and will ask for no reason why such request was made, nor will I blame or censure any one connected with the management of said Schools on account of it, nor claim compensation from the date of such resignation." They call that part of Illinois, Egypt. It is correctly named. Darkness has fallen on it. All the plagues will come in due season.

In spite of all that has been said about the sweets of study, it is a sort of luxury, like the taste for olives and coffee—not natural, very hard to be acquired, and very easily lost.

The founder of the great banking house of Rothschilds made the following rules the guide of a business career culminating in magnificent success:

1. Combination of three profits. 'I made the manufacturer my customer, and the one I bought of, my customer; that is, I supplied the manufacturer with raw materials and dyes, on each of which I made a profit, and took his manufactured goods, which I sold at a profit, and thus combined three profits.

2. Make a bargain at once. Be an off-handed man.

3. Never have anything to do with an unlucky man or place. 'I have seen many clever men who have not shoes to their feet. I never act with them. Their advice seems very well, but fate is against them; they cannot get on themselves, how can they do good to me?'

4. Be cautious and bold. 'It requires a great deal of boldness and a great deal of caution to make a great fortune, and when you have got it, it requires ten times as much to keep it.

A RHINOCEROS lately died in Paris that had been in the Jardin des Plantes for twenty-two years. He was so surly and cross that not even his keepers ventured to take any liberties with him. One day, however, the little lapdog of the wife of the director got into his house by squeezing in between the bars of the ironwork. Instead of killing the intruder, as was expected, the rhinoceros allowed the little creature to play with him, scampering over his back, biting his neck and playing off all manner of sportive tricks. The two became great friends, the 'wee doggie' passing several hours each day with his undemonstrative acquaintance, which put up patiently with all its teasings. One day the rhinoceros unintentionally set his foot on his little pet, killing it instantly. The poor brute's grief for this sad accident was pitiable; for two days he did not eat a particle of food. So that even the rhinoceros, with a hide so tough and a temper so cross, had a soft part in his heart.

HENRY A. WISE, as he was dying, said to his son: 'Take hold, John, of the biggest knots in life, and try to untie them; try to be worthy of man's highest estate; have high, noble, manly honor. There is but one test of anything, and that is, is it right? If it isn't, turn away from it.'

YOU can train the eye to see all the bright places in your life, and so slip over the hard ones with surprising ease. You can also train the eye to rest on the gloomy spots, in utter forgetfulness of all that is bright and beautiful. The former is the better education. Life is too short to nurse one's misery. Hurry across the lowlands that you may linger longer on the mountain tops.

MR. MOODY recommends the drawing of 'air pictures' by the pupil. In the story of the 'Good Samaritan,' for instance, the teacher can ask Johnny what picture he would make of the beginning of that story. Johnny, of course, would say, 'A man starting out from Jerusalem to go down to Jericho.' 'Well, Johnny, we'll consider that made. There he is, starting out of the city; he has just come out of the gate with a pack on his back; behind him is the great wall of the city, over which you can see the tops of the houses and the beautiful temple. Now, Jimmy, what picture will you make?'— 'A lot of men hiding, watching for the man to come, so that they can rob him.' 'Well, we'll put that up. What picture would you make, Robert?' 'I'd make a picture of the man almost killed—just stripped of his clothing, and some high-priest coming along and just looking at him, uncomfortable like, but keeping away just as far as they could.' 'And what would you do, Henry?' 'I'd make a picture of a man of a whose face was full of love and pity, lifting the man up and putting him on his own breast and carrying him away.'

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Freehold Institute. Freehold. Rev. A. S. Chambers.
Female College. Bordentown. Rev. W. C. Bowen.
Jamesburg Institute. Jamesburg. M. Oakley.
Clinton Hill School. Elizabeth. Mr. Young.

Poughkeepsie.

Brooks Seminary for Young Ladies. Mrs. M. B. J. White.
Cottage Hill Ladies' Seminary. C. C. Wetzel.
Collegiate Institute. George W. Cook.
Female Academy. D. G. Wright.
Riverview Military Academy. Otis Bisbee.

Sing Sing, N. Y.

Military School. Rev. D. A. Holbrook.
Mount Pleasant Military Academy. Benjamin & Amen.
Ossining Inst. for Young Ladies. Miss S. M. Van Vleet.

Tarrytown, N. Y.

Home Institute. Miss M. W. Metcalf.
Irving Institute. Armonk & Rowe.
Jackson Military Institute. Rev. F. J. Jackson.
Young Ladies' School. Miss Bulky.

Yonkers.

Locust Hill Seminary. Miss Emily A. Rice.
Military Institute. Benjamin Mason.

Philadelphia, Pa.

Chegaray Institute. Madame D'Hervilly.
Female Seminary. Misses Bonney & Dillaye.
West Chestnut Street Institute. Mrs. J. A. Bogardus.

New York.

Alexander Institute (B). O. & B. Willis, White Plains.
Boarding School (B). Mrs. H. C. Morrell, Manhasset.
Chappaqua Inst. (Both). S. C. Collins, Chappaqua, N. Y.
Young Ladies' Institute. Mortimer L. Brown, Auburn.
Sayona Lake Academy. Charles Kelsey, Aurora.
Temple Grove Sem'y (G). Rev. Chas. F. Dowd, Saratoga.

Massachusetts.

Greylock Institute. B. F. Mills, South Williamstown.

Connecticut.

Bethany Academy. W. L. Woodruff, Bethany.
Military Academy. Stamford.

Jersey City, N. J.

Haebrouck Institute.
Select School. Misses Rose Hansen.

Pineland, N. J.

School for Young Ladies. Mrs. E. W. Gray.

Pennsylvania.

Penn Military Academy. Chester. Theo. Hyatt.
Hollidaysburg Seminary. Rev. Joseph Wough.
Wilson College. Chambersburg. Rev. W. T. Wylie.
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NEW YORK, MARCH 31, 1877.

The columns of the *JOURNAL* are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

THIS State has \$40,000,000 invested in school property. How can it use it to the best advantage? The wisdom of using it so as to produce the greatest results will not be questioned. Can this be done by inefficient, unlearned and cheap persons? Will it not demand the best talent? If there is no other way must not the state pay a good price to get it?

EMERSON says:—"Economy consists in a wise expenditure of money." It is not spending none at all. It is not economy to have a poor school-house; it is not economy to have no suitable books or apparatus; and it is the poorest economy of all to have a poor teacher. One with large acquirements is more economical than one with narrow attainments; one with skill is more economical than a raw hand.

NATIONAL Educational Association, 1877.—The next annual meeting of this Body and its associated Departments, will be held at Louisville, Ky., on Tuesday, August 14th, and the two following days. A hearty invitation has been received, and a cordial welcome may be anticipated.

The programme of exercises will be announced in May, and the hotel and railroad arrangements at as early a date as possible. M. A. Newell, President, National Educational Association, Baltimore, March 27, 1877.

FROEBEL says:—"The object of the Kindergarten is to take the oversight of children before they are ready for school-life; to exert an influence over their whole being in correspondence with its nature; to exercise their senses; to employ the awaking mind; to make them thoroughly acquainted with the world of nature and of man; to guide their hearts and souls in a right direction, and to lead them to the origin of all life and to union with Him."

There is no 'primary school' about this; it is no 'infant class' to which children are to be carried to get them out of the way. It is no *School* at all that he proposes, and here is the great stumbling-block that stand so much in the way of those who have been accustomed 'to drill' knowledge into the heads of the little ones. And here to, is the objection the American mother makes to it. 'My child' she says in all innocence 'went to the kindergarten, and did

not learn a single thing. He did not read or spell; it was a waste of time, and I took him out.'

It Don't Pay.

It don't pay for Boards of Education, Aldermen or Trustees to study nights to see how cheaply they can hire teachers, who are obliged to take their terms or starve.

It don't pay to discourage those who are teaching, in their efforts to make it a permanent business.

It don't pay to give janitors, cooks, and even servants more than the teacher receives.

It don't pay to pay judges \$10,000 per year, a vast public and judicial system could obviate two thirds of the whole outlay.

If don't pay to have poor teachers in the schools,—but only the best.

It don't pay to save money from education and lavish it on a vast political system that only plunges the country deeper and deeper in debt year by year.

It don't pay to let the smart, active and intelligent boys, grow up to be thieves, and hoodlums,

It don't pay to suppose you can get more than you pay for in education any more than in other things.

It don't pay to give servant girls \$450 a year and upwards, in this city; teachers \$500 a year and upwards.

OUR public schools have suffered from teachers who have preached to the pupils, that education is a short road to wealth. It is not long since a principal of a school used as an argument to spur on one of his lazy pupils—"You fail in your lessons sir, and you will be obliged to work with pick and shovel in the street like a common laborer." Has it come, then, to this? Is labor so objectionable? Is an education to be obtained in order to save the pupil from the curse. 'By the sweat of thy brow thou shalt eat bread.' Is the pupil to look down upon labor and in all ways seek to avoid it? Surely the public schools that inculcate such doctrines, are using them for purposes that were never designed. It may safely be said that any one who seeks an education to enable him to get a living easily, is making a vital mistake; there were those who sought spiritual gifts to make money thereby; the Apostle told them that they had 'neither part nor lot in the matter;' and it is just as true of intellectual gifts. It is honorable to labor with hands, no sight is more delightful than that of intelligent men at work with saw, trowel, scydh, or shovel. Let the teacher teach the old-fashioned doctrine that there is honor in all kinds of honest work, and that the educated man labors with skill not only, but with happiness also,—the laborer is happier for being educated.

MRS. J. T. BENEDICT, for many years well-known as a teacher in this city, died peacefully on the evening of the 26. She was a humble Christian and ready to go. Through a long and painful illness she murmured not: her faith wavered not. During her whole life she had taught with a full sense of a direct responsibility to the Great Teacher who had said to her, by bestowing upon her, apt powers of learning and communicating, 'Go Teach, and lo I am with you.' The funeral was attended on the 28inst.—Chancellor Crosby officiating, assisted by Rev. Dr. Wm. M. Taylor, and Rev. Dr. Charles S. Robinson. The address of Dr. Crosby, was an affecting statement of the earnest, sincere and christian life of Mrs. Benedict. While thousands have known her as a skillful teacher, others have seen the faithfulness with which she had tried to serve her God. There was no sting in her death; she, to the last, thought of others and not herself. Her pupils and friends had brought in a profusion of beautiful flowers, and they were upon the coffin, and the book, and music shelves. The scene was an impressive one—and will long be remembered.

Mrs. Benedict began her work as a teacher at an early age; she was by nature fitted for this important vocation. She became a pupil of the Albany Female Academy, when it had been raised on a pinnacle by the influence of Profs. Crittenden (now President of Packard Institute, in Brooklyn), Horsford, (now at Harvard College) and Watson. Prof. Parsons was their principal. She bore away the Gold Medal for proficiency in Mathematics at the time of graduating. She was afterwards at the head of the Female Department of the Academy at Bloomfield, N. Y., and then in a similar position in Burlington, Vt., where she married Prof. Joel T. Benedict. In 1849 she began teaching in this city, and during the twenty-five years that have intervened, she has been the valued educator of a large number who will mourn her loss.

Her methods were very simple; her ideas very clearly stated. she valued the old plan of a thorough classical, mathematical and philosophical training for young ladies; such as has become extinct in many schools, and yet is unsurpassed to-day. She would teach few subjects, but those she would have thoroughly learned. She laid firm hold on the Word of God as a book for the school-room as well as for the home. She believed in impressing the heart as well as the intellect, and of producing a symmetrical character.

The institution she has founded with so much care, such unwearied labor will still be continued although its admirable head has been removed. Others who have imbibed her spirit, and possessing like earnest views in respect to education, will take up the work she has laid down and carry it forward. The need of devoted, thoughtful, skillful laborers is deeply felt in this city; and a genuine school will always be cherished and sustained.

NEW YORK CITY.

The proposition of Commissioner Walker to change the Corporal Punishment By-Law, is the beginning of a movement that has long been needed but which no one has had the courage to undertake. This quality Mr. Walker is not lacking in. It is a common sense affair, too, and this he is not lacking in either. In fact no one could better start this needed reform. It is certainly a strange thing that the Board of Education expect over 100,000 children will be well managed without the power to enforce a single rule. True, a boy can be expelled, but they must not be expelled. There should be a law against it. "They should be made to mind," on the spot. If the power to punish is restored, and principals required to report every case, it may safely be said that not over 100 cases will occur in a year in the whole city. An assistant teacher as witness should in all cases be present. It is for the good of hundreds of children who have no restraint over themselves that the principals should have the power to restrain. We, therefore, trust the whole Board will promptly agree to a restoration of the common-sense method—the one each Commissioner employs in his own household when necessary—of governing and controlling children in the schools.

Important to Teachers.

The progress of education depends on a diffusion of knowledge concerning its advantages, its conquests, its best methods, and its beneficent ideas. In this state the *District School Journal* was the pioneer, under the direction at first of the ingenious and long to be lamented Francis Dwight. It did an important work, showing how the schools could be improved. The *Free School Clarion*, by W. L. Crandal, a man of boundless enthusiasm, energy and hopefulness, laid the foundation of the present grand free school system. In this city the *NEW YORK SCHOOL JOURNAL* has been of the highest service to the system, not only, but to the teachers themselves.

President THOMAS HUNTER says:—"It deserves the praise and support of the profession because it has invariably defended the dignity of the teacher as indicated by the compensation he has received. In other words, it has been the consistent advocate of the teacher, and the opponent of all reduction of salaries. For this, as well as for other reasons, it should receive the cordial support of all teachers of New York."

We have desired to make the *JOURNAL* in the highest

degree useful for the toiler in the school-room; to present in its pages the modern methods of teaching, the freshest views, the most practical ideas, the most earnest thinking the results of experience, the best modes of discipline, papers on kindergarten, object teaching, etc., etc.

A series of valuable articles, based on the "New Course of Study," are about to appear and will be completed in about six months. These articles will present the best methods for teaching *Reading, Spelling, Geography, History, Grammar, Arithmetic, Object Lessons, Penmanship, and Drawing*. The *Primary Course* will first be taken up. As these will be of permanent value we desire every teacher to possess them, and therefore ask our subscriber's aid in calling the attention of other teachers to what we are sure will possess extraordinary value, forming a *Practical Teacher's Manual* when completed.

SEVEN SUGGESTIONS

For our readers to mark and hand to those who are not subscribers to the *SCHOOL JOURNAL*.

1. It is a strictly a *professional* paper, designed for the benefit of those who are doing the imperishable work of the school-room.

2. It is taken by leading teachers—as a rule the more alive the teacher is, the more certain he is to take an educational paper—the nearly dead one does not subscribe. Exception. There are a great many teachers that have never, as yet, heard of such a thing as an educational paper. We do not blame them.

3. Does a Board of Education absolutely save the money it cuts off from your salaries? No. Verily, Nor do you save by not supporting an educational paper. The one great reason for the present low state of education is due to the attempt by the teacher "to ride a horse and feed him no oats," which the people of ignorant Spain have long since decided as impossible.

4. Every trade, calling or occupation has its organ. The Grocers, the Milliners, the Dress Makers; for Furniture, Hardware, Dry Goods, Stationery, etc.

5. Of about 250,000 teachers, not 30,000 probably take an educational paper; the good ones take two or three. This dead weight prevents the profession from being buoyant and progressive. An eloquent address, a ringing article, can never reach more than about *one in ten*.

6. No teacher deems himself at all successful unless he obtains the co-operation in his work, of every pupil in his school. The co-operation of only *one in ten* would sink any school. How can a cause expect to thrive by it? Don't you think "our cause" deserves your hearty co-operation?

7. Do you want the best ideas of the best men on education? Note the articles by Prof. Mears, President Hunter, Prof. Hoose, Rev. A. D. Mayo, Prof. Bain and others, appearing during 1876. Do you want your profession to progress, to be more honored, to be more learned, to be more skillful, to be better paid, and produce better results in the future than in the past? On this you vote, Aye. Well, can you think of any better way than to publish all abroad the good tidings of the beneficent work of education? And finally, won't you lend a hand in this good work?

LETTERS.

SECOND OPEN LETTER TO THE MEMBERS OF THE BOARD OF EDUCATION.

NEW YORK, March 24, 1877.

GENTLEMEN: In a former letter to you I tried to show that the present system of examinations is open to very serious objections. In this letter I shall try to show how something may be done to give us a system which will to some extent do justice to all parties concerned, even to the extent of giving the devil his due, and that is quite as important as it is to look after the rights of those good folks upon whom heaven smiles. Justice, gentlemen, is as you are aware, "a mighty big thing," so big that there should be enough left for all of the poor miserable sinners after it has been dealt out wholesale to all the worthy saints.

I am aware of many difficulties in the way of a conscientious examiner in coming at an exact knowledge of the condition of a class and of the faithfulness or neglect of the Teacher. Yet I think a system may be devised which will in some studies come very near the exact truth, mathematically expressed, and which will, in other studies, come much nearer the truth than we get now.

Let us take up Arithmetic. Two methods present themselves. First. *Method*. Suppose a teacher of a certain grade has been required to teach 10 rules. Let competent examiners who know what is needed in business, and have good sense enough to avoid the errors of the hobby-riders and the pedants make out for all the schools of the city about 10 good practical questions under each rule, so worded and designed as to cover all the important points to be taught. Let them be as varied and as difficult as should be required

of the class when they have completed the study of that rule in that grade. Let them also be about equally difficult. If, however, there is much difference in this respect, different values may be given to the different questions. When examination comes round, let the next teacher above to whom the promoted pupils are going draw by lot for one of the 10 questions. Suppose it be the 7th; then let him take the 7th under each of the 10 rules, using the very language of the standard test question drawn, changing it only by substituting in the test question other equally simple figures which shall have no other effect than to change the answer. For instance, suppose the question drawn be this: *A note was given Jan. 7, 1875, for \$476.93, with interest at 7 p. c.; how much is due Dec. 30, 1877.* Changed for examination, it might stand thus; *A note was given Jan. 13, 1875, for \$746.75, with interest at 7 p. c.; how much is due Dec. 24, 1876?* The plan may be summed up in a few words: (1) Have such test examples as will cover all the points to be taught. 2. Put the choice of the parallel examination questions into the hands of the one who is most interested to have the test fairly applied and oblige him to determine the choice of questions by lot.

Second method. The test questions under each rule may be progressively arranged, so as to show the proper order of teaching the subject. Then determine the choice of questions as in the first method. But as the lower numbers under each rule will show the simpler questions, let the problems be so chosen as to give a number of the average degree of difficulty. If the lot gives the 7th for instance, then select as follows: 7th, 8th, 9th, 10th, 1st, 2d, 3d, 4th, 5th, 6th. This will give an average. Or the numbers from 1 to 10 may be drawn out successively and determine the question in each successive rule. Of course a much higher per cent. should be required than in the first method. This plan will make the examination questions exactly correspond to all of the questions to be taught, and will be a good check on the folly of those teachers who try to reach the topmost round of the ladder without taking the intermediate steps. We have many teachers who are just such crammers.

These plans, with such modifications as their actual trial will suggest, can, I think, be applied to every grade in Arithmetic and Algebra from the Primary to the graduating classes in the College or the Normal School.

Spelling.—Perhaps there is no examination more uncertain in its results under the present system than spelling, and yet there is no study in which it is easier to test the class and the Teacher's work. The proper teaching of spelling should secure two results; 1, the correct spelling of isolated words, and, 2, their connection with other words in good English. Let, then, the teacher in each grade be furnished, 1, with a certain number of useful common words, and, 2, with a certain amount of dictation work, which shall contain in the smallest compass the greatest number of important points that arise in common English, such as the use of capitals, possessive case, etc. Suppose it be 400 isolated words for a term. Of 10 lots we draw the 5th, then take for examination the 5th, 15th, 25th and so on to the 395th. This will be an impartial selection, covering all the ground. The result expressed in per cent. will then mean something more than it does when the examiner wanders about according to his own sweet or sour will, and picks up and hurls at the class punk or paving-stones, as the spirit of human weakness moves him.

The paragraph work should be chosen in a similar manner, and marked upon such a mathematical basis as experience will show to be just, all errors, such as should be avoided in a well written letter, being taken into account;—these being, especially those errors which a pupil may learn by inspection to avoid. Of course, here comes in the necessity of a good common sense spelling book which shall contain the most useful words of the language and also a sufficient amount of paragraph work.

In all of those studies, such as History, Geography, Philosophy, Astronomy, etc., in the text books of which we usually have printed questions, these questions—which should be independent of each other—selected, as the test words were selected in spelling, could be made the basis of a pretty reliable examination. I may be told that the questions should not be limited to those in the book. But, gentlemen, if there are not enough in the book, put in more—all that ought to be asked. If questions are to be asked, how should they be chosen; by the fancy of a hobby riding, twisted-minded teacher or examiner, or by a careful book-maker who does not extemporize, but thinks and writes and prints, or, better still, by a committee of competent scholars who have sense enough to know that he who looketh for old heads on young shoulders, and he who hunteth for a hen's chin are twin sisters. It is in my opinion a big mistake to put into the hands of inexperienced and incompetent teachers and examiners so much of this work of getting up their own wise philosophy upon matters of which they know little for the mystification of pupils who have only reached the

multiplication stage. If those writers on education, who cry out against "the teacher with a text book in her hand" could bear all the wise nonsense that is offered at the shrine of Miss Minerva, in New York City, by the rank and file of the N. Y. teachers, and by — — — [Treason! Treason!!] they would send up such a *howl* that the *cry out* would never again be heard. Because one set of men makes clothes, the chief end of life, that is no reason why all the rest of humanity, should throw away all clothing and perish from cold. Do the anti-book party ever consider, that most of our information, as scholars, comes from books, and, that it is a very important matter to teach a pupil how to dig out ideas from a printed page, which is nothing but words? The way to learn to do a thing is to do it; the way to learn to use books is to use them.

But lest this examining by printed questions might mince matters in the class-room work, I will suggest that the pupil be required to recite mostly by topics connectedly. Suppose the questions in Astronomy are:

1. How far is the Earth from the Sun?
2. What is its diameter?
3. What is the time of its revolution about the Sun?
4. How often does it turn on its axis?

On a card to be held in the hand of the pupil, (or the same can be put upon the board) write out these topics. (1) Distance of E. from S. (2) Its Diameter. (3) Its Year. (4) Its Day. Then isolate the pupil and let him recite in one continuous paragraph; no questions being asked till he is through, and then only those which shall enable him, by his answers, to show that he knows what he has been talking about.

In the matter of Reading, I am all at sea with the examiners, only more so. I have heard boys read and spout Spartacus in a style which would bring the house down, but which made me feel like tearing my hair, or the hair of the spouter. The popular style seems to be that which tears a passion into tatters, even where there is no passion to be ripped to pieces. At some far future time, I may say something about how to teach reading, but at present I find myself so odd a stick on this question, of what constitutes good reading, that I can make no suggestion as to its proper examination.

Respectfully yours,
ASSISTANT TEACHER.

To the Editor of the NEW YORK SCHOOL JOURNAL:—

Your last week's JOURNAL contains an article proposing that pupils should study language, and not grammar. With many of this writer's views I should be inclined to take issue. He is evidently a *theoretical* teacher; he would fail to manage one of our Grammar school grades with such ideas. Now I maintain that grammar is best taught with a solid text book, one "sound as a nut," as "Progress" declares Kiddle's edition of Gould Brown's Grammar is. I would take a text book, and drill thoroughly on the inflections, and then teach pupils "to parse." I aver that all the new inventions of "easy-lessons on language" do not amount to anything at all—only a waste of time. That Grammar is taught in a "mechanical and unpractical" way in our public schools is true; but so is arithmetic. It all depends on the teacher. I read your article by "Justice," and I read it in a different way from what "Progress" read it. I said to myself, that son fourteen years of age who has been studying the elements of Grammar for two years and cannot write a little composition without an immense effort, is simply under a poor teacher. The fault is not with the Grammar. Why, sir, thousands of boys of that age can be found in this city who are quite the reverse of this "son." "One swallow does not make a summer." I believe in teaching grammar—and I believe still more in teaching Grammar. I do not understand "Progress" to find any fault with Brown's Grammar; he only thinks the teaching of language better for the child than the teaching of grammar. Nevertheless, I shall welcome any ideas in your valuable paper on teaching Grammar—the best methods, etc. I like the tone of the JOURNAL more and more; I find it full of good things, and trust our discerning profession give you a cordial support.

RUFUS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

DEAR SIR: I have received and read your sample copies of your JOURNAL, and I must express my thanks for the privilege. I do not hesitate to place your JOURNAL higher on the list of American Educational magazines than even the ——. I shall certainly subscribe, and also, as you request, I shall do all in my power for it in our town and community.

Believe me, sincerely yours,

A. G. O.

"You would oblige me very much by inserting this problem in your columns, and receive answers to same. A man sold a Horse for one hundred and forty four dollars, and gained as much per cent. on the sale, as the horse cost him. What did the horse cost him."

J. W. G.: Do not come to this city seeking for employment; it is crowded with such seekers already. You would only spend your money, and be left a stranger in a strange land. There are education societies connected with the different denominations, which are organized to aid those who are willing to help themselves in getting an education and are worthy of aid. For the same purpose there are scholarships in connection with most of our colleges, and a man that is thoroughly in earnest can get an education.

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A certain partiality of bees for certain colors is mentioned by Sir John Lubbock in his able paper on bees, ants and wasps, lately read before the Linnean Society. He found, in his experiments, that bees were invariably attracted by honey placed on blue paper, in preference to honey placed on orange-colored paper. A transposition of the papers illustrated this preference in a striking manner. A bee returned to the post where the blue had been, but instantly noticed the substance of color, and thereupon at once flew straight to the blue in its new position. The distinguished author does not believe that bees entertain any affection for one another. One bee is ready enough to lick honey off another bee, whenever the opportunity offers, but the death of numerous comrades by drowning does not appear to awaken the slightest attention or interest on the part of the other bees present. Sir John Lubbock's observation of ants have resulted in conclusions more accordant with popular notions. There seems little doubt that ants can make detailed communications to one another concerning matters of fact.

Mr. Ashton W. Dilke, the Siberian traveller, recounts his experience in the intensely dry climate of Central Asia as tending to show that the guiding power of birds of prey must be in the eyes. In the clear atmosphere, almost free from moisture, which there prevails, the process of animal decomposition is exceedingly slow; and he has observed that game when covered over by bushes will remain for a long time untouched by birds of prey, while on broad plains destitute of vegetation the vultures will swoop down on an animal almost before it is dead. Mr. Dilke states also that the vultures are invariably the first species of bird to appear about the dead creature; their presence around the prey seems to attract the condors and the bearcoots, on the arrival of which the vultures retire for the time being. Mr. Dilke is the first traveler, we believe, who has noticed the existence of the largest of flying birds, the condor in Central Asia.

The quantity of arsenic annually produced in England is upwards of five thousand tons, and more than one third of the entire product comes from a single locality—the Devon Great Consols Mine. The white arsenic of commerce is manufactured by roasting in a current of hot air the arsenical minerals taken from the mine. At the time of the recent inspection by the official commissioners, they saw stored in the warehouse of this mine a quantity of poison believed to be sufficient to kill every animal on the face of the earth, and enough to destroy hundreds of thousands of human beings is sold there every month. It is very difficult to prevent the poisoning of the streams in the neighborhood of such mines and manufactories.

A BED of pink coral has been discovered by the captain of the U. S. steamer "Gettysburg," on her passage from Fayal to Gibraltar. The least depth found was 30 fathoms, but the captain has no doubt that the coral comes to the surface at some point near the anchorage. Twenty miles west of the bank a depth of 16,500 feet was found. Between this and Cape St. Vincent, 12,000 feet. The bank is rich in valuable coral of light pink shades. Full details of the discovery have been sent by the commander of the "Gettysburg" to the Navy Department, Washington, by mail.

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Temple Bar.

Temple Bar has been torn down. Here is its history. The original city of London is but a small part of the great metropolis of the same name which has absorbed in its growth what were once suburban towns and villages to the number of forty or thereabouts, and contains twenty-five times as many inhabitants as what is still called "the city." The city once had walls and gates, all of them long since destroyed, and their sites built upon, except one—Temple Bar. This was primarily a simple "bar" of wood, whence the name, to which the word "temple" was prefixed to indicate its locality. "The Temple" is a district lying between Fleet street and the Thames, which was occupied from 1184 to 1313 by the Knights Templar, to whom it owes its name. The street which runs westwardly from St. Paul's is named for a little way Ludgate Hill, then Fleet street, then The Strand. Temple Bar separates Fleet street from The Strand. Fleet street is in "the city." The Strand belongs to the "shire" called the "West End."

Temple Bar, as it at present exists, save the wear and tear of two centuries, was built of Portland stone in 1670 by Sir Christopher Wren. It consists of a wide central archway, and a smaller archway on each side for foot passengers. There is a second story of the central archway, with a window in the middle, and statues of Charles I., Charles II., James I., and Elizabeth in niches at either side. The little room over the gate is about five feet wide, and is an admirable place to see processions and pageants. The fiction of maintaining "the liberties" of the city against the sovereign is still kept up by closing the gates of Temple Bar against her as often as she proposes to enter the city. These state visits are of course very rare occurrences. When the sovereign approaches the barred gates, a herald sounds a trumpet to notify the city authorities of the approach of majesty. Another herald marches boldly up and knocks. The city authorities appear; a parley ensues, and the Lord Mayor affects an act of grace in opening the gates, and makes over the sword of the city to the sovereign who graciously returns it to the Lord Mayor, and the procession passes through "the Bar."

Iron spikes still exist on the top of the Bar upon which it was customary to expose the heads of decapitated criminals after boiling them in pitch to preserve them. The last thus exposed were in 1746. Those heads remained in position till blown down by a gale in 1772! They were those of Fletcher and Townly, two Jacobite gentlemen who took part in the rebellion of 1745.

Pompeii.

The narrowness of the streets, strikes one on entering Pompeii. The widest streets are not wider than ordinary lanes or alleys in American cities, and many of them narrower. The streets appear well paved with stones and lava blocks, in which the ruts worn by the chariot wheels may still be seen.

As to the houses and villas, they differ from each other in size and elegance, as their owners probably did in wealth, competence, or poverty. A fine house in Pompeii, consists of several inclosed spaces, some open to the sky, around which walls and colonades are built. These communicate with each other by doors and passages. The atrium, which is the principal room entered after the vestibule, is a large, and often elegantly decorated apartment, with a square or rectangular opening in the roof, which has a pitch toward the center; and under this opening is a sunken cistern, compluvium, into which the rain-water drips. Around this apartment or hall, like state rooms around a cabin, are ranged the sleeping rooms—little, dark, narrow, confined holes, without windows, and receiving light and air only through the door opening into the atrium—without any of the comforts and conveniences of a modern bedroom, and often containing only a rude bench, rather than a bedstead, on which the sleeper probably threw himself without taking off the clothes he had worn during the day. Sometimes the bedstead consists of a rectangular table, built of brick and mortar against a wall, about three feet high, three feet wide, and six and a half feet long.

The family lived together in the atrium, or some corresponding apartment, seeking the sunny side, or gathering around a brazier, in winter; and, in summer, drawing a linen shade over the roof, and opening all the doors for free circulation of air. The reason why the Pompeian houses are generally small, as compared with modern dwellings, may be found in the fact that the inhabitants of Pompeii, like those of southern Italy to this day, lived an out-of-door life. Their time was spent mostly at places of public amusements—at the baths, the forum, the theatres, and other public places.

Literary Fun.

These questions are each to be answered by the name of a well known author:

1. A darkey's description of the enemy.
2. What is lighter than air?
3. The side of a hog.
4. A curse and a paddock.
5. A Yankee child's request for its mother to accede.
6. A fop and a mountain.
7. To plead.
8. One who woos.
9. Used to gain power.
10. What you do when you get his books.
11. A river of two letters in Europe.
12. A berry and the tree on which it grows.
13. To cleave and depart.
14. A bee's note and a shaft.
15. Whose middle name counsels amity?
16. Used to secure things with.
17. To wed and a preposition.
18. Greater than many and less than most.
19. The garb of a clown.
20. Indicates two.
21. Continue to separate.
22. A raw hand, but the keenest of wits.
23. A kind of bread and a hotel.
24. Not so grim as his name and the author of "Tempereth the wind to the shorn lamb."
25. What faithless wives on the Bosphorus fear.
26. What an old man should be.
27. Who took his own life as his last toll.
28. Bad for fish.
29. A low female.
30. Whose works gave what his name implies, to the strictly orthodox.
31. To find the poet's name, do among names what his suggests.
32. A gratified hard substance.
33. A tale in itself.
34. The extreme suburbs. A well known correspondent.
35. A part of maize. A popular writer of trashy tales.
36. If you have a sharp specimen of his name, you will see it at once.
37. A kind of horn attached to a place of abode.
38. Necessary for a newspaper and a kind of bed.
39. A people of Europe and an essential part of a ship.
40. A French name which, pronounced in English, means in the neighborhood, or nearly.
41. A wit, the namesake of an equally famous rocket-maker.
42. Novels and barrels are his specialties.
43. Cuts with a heavy axe. The author of two famous books for youth.
44. The title of a Scotch official. Famous for only one book of note.
45. Whose middle name is a church and whose last one a color.
46. What gas companies sell besides gas.
47. Short weight for 2,000 pounds and a law writer.
48. Also a law writer, a dark mineral.
49. The English Cervantes and the namesake of a living American politician.
50. His first name indicates a doubter of old, his second a dead American of prominence, his last advice to the would-be literary.

Answers next week.

Geographical Queries.

1. What cape is a course?
2. What bay is a bird?
3. What river is an African?
4. What islands are kind?
5. What sea is porcelain?
6. What cape is part of a cow?
7. What channel is a sly animal?
8. What city is a kind of cloth?
9. What bay is a small insect?
10. What lake is wet earth?
11. What river is a large stone?
12. What bay is a study?
13. What islands are an aromatic substance?
14. What cape is unwise praise?
15. What mountain is to hunt?

ALICE.

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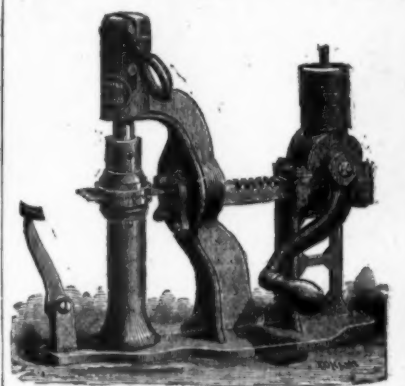
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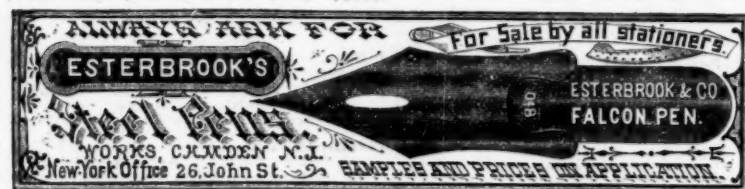
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